

## The EFF Teaching/Learning Cycle

Steps	Guiding Questions	On-going Practices
<b>1. Determine individual goals and purpose.</b>	What do individual students say they want or need to do in their everyday lives?	<p>Work with students to continually revisit and revise their goals.</p> <p>Engage students, throughout, in identifying and applying their prior experience and knowledge to their learning.</p> <p>Build in opportunities throughout the activity for students to reflect on and monitor their own developing knowledge, skills, and learning strategies.</p> <p>Make sure throughout that students clearly understand what they are learning and why.</p> <p>Adjust the learning activity to reflect emerging goals and learning needs.</p>
<b>2. Identify standards that would help students achieve their goals.</b>	What knowledge, skills and learning strategies do students need to meet their goals? Which EFF standards would help them make progress toward their goals?	
<b>3. Discover students' background knowledge and skills.</b>	What do students already know and what can they do in relation to the standards that would help them in pursuit of their goals? What tools and activities can I use to find out what they know and can do?	
<b>4. If in a group situation, come to consensus on a shared priority (real life concern) that focuses the learning activity.</b>	What is the class as a group excited or concerned about? How can we come to consensus on shared priorities that can focus our work as a group? What can I do to help students see how working toward these shared goals can help them meet their individual needs?	
<b>5. Design a learning activity to address the shared priority (real-life concern) of the students.</b>	What do students and I need to do to plan a meaningful learning activity that will help them develop and practice the knowledge, skills and strategies we have identified? Which standard will we decide to focus on for this learning activity? What opportunities can we build into the activity to allow students to develop and practice all the components of performance (COPS) for the standard? What else will my students need to know or learn to carry out this learning activity?	
<b>6. Develop a plan to capture evidence and report learning.</b>	What is the purpose of assessment for this activity? What level of documentation/reporting is necessary for this activity? In what ways will I build assessment into the on-going teaching and learning process? What criteria will we use to judge and interpret the evidence of student performance? What can I do to make sure students have a clear understanding of these criteria for good performance? How do I ensure that students can use the criteria to understand when they are doing well and what still needs improvement? What assessment guides, rubrics and other tools do students and I need to develop for this learning activity?	
<b>7. Carry out the learning activity.</b>	What can I do to help students understand the connection between the skill-building steps and the overall purpose of the learning activity? In what ways can I help students to identify cognitive and metacognitive learning strategies they already use, develop new ones and choose the most appropriate ones for their purpose? What support do I need to provide to allow every student to work on all the components of performance at a level that is challenging for him or her?	
<b>8. Observe, document, evaluate, and report evidence of performance on the standard.</b>	In what ways will we observe and document evidence of student performance on the standard? How will students and I use the results of the assessment process? In what ways will the results be shared with others?	
<b>9. Reflect on how what was learned is transferable to real life situations.</b>	What links can students make between what they have learned and how it addresses their goals and can be used in other parts of their lives? How do I help students transfer skills and strategies from one role to another?	
<b>10. Determine next steps to help students meet their goals.</b>	What additional learning and practice do students need in order to use their skills fluently, independently, in a range of situations?	